



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2401 S. Wilmot Rd., Tucson, AZ 85711

Canyon Rose Academy, Inc.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

2004-05	Performing
2003-04	Performing
2002-03	Not Evaluated

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05	Met
2003-04	Not Met
2002-03	Not Evaluated

School Improvement Status ^(b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Ms. Lisa Cothrun
 Schedule : 07:00 AM to 05:00 PM
 Grades : 9-12
 2005 Enrollment : 275
 Web Address : www.canyonroseacademy.com
 Phone Number : (520) 514-5112
 Fax Number : (520) 797-8868
 E-mail : lcothrun@canyonroseacademy.com

Mission

The Rose Academies are dedicated to a tradition of providing quality customized educational options for its customers by:

contributing to their pursuit of learning through unique educational flexibility that empowers student-parent choices.

Assuring accredited and credentialed professional teams whose leadership is dedicated to customer service, and

providing each student state-of-the-art technology and strategies that positively enhance personal and academic growth.

School / Academic Goals

- ü Help students gain greater success on AIMS tests.
- ü Help students further their educational opportunities.
- ü Help students gain personal control of thier educational success.
- ü To recieve North Central Accreditation during the 2005-2006 school year.

Enrollment

October 1, 2004 School Year Student Enrollment : 252
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 275

Instructional Programs

- ü Accelerated Learning
- ü Technology-Based Learning
- ü Individualized instruction
- ü provided by highly qualified instructors
- ü Aligned with AZ Academic Standards/AIMS
- ü Small Group Instruction in core areas
- ü Enhanced learning strategies
- ü Special strategies for thinking skills

Calendar Information

Number of Instruction Days :	144
Average Daily Instruction Time :	5 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Canyon Rose Academy maintains close contact with the parents of students. The principal is the key contact for parents and students for any of their educational needs.

Parents

It is the responsibility of the parents to ensure student attendance, transportation commitments and support school policies including dress and behavior codes.

Transportation Policy

It is the student's responsibility to provide: Motivation to attend and do well in school; her/his own transportation to and from school; and abide by the rules of the school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Student Senior Achievers Award	2004
ü Student Senior Achievers Award	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	72	69846	95	95	100	668	668	699	46	46	21	35	35	11	19	19	49	0	0	18
All Students (Prior Year)	60	60	65934	79	79	100	464	464	492	80	80	43	11	11	18	9	9	24	0	0	15
Female	37	37	34328	95	95	99	666	666	702	58	58	19	17	17	12	25	25	51	0	0	18
Male	35	35	35509	95	95	100	670	670	696	36	36	23	50	50	11	14	14	48	0	0	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	20	20	23363	87	87	100	658	658	680	60	60	32	0	0	16	40	40	45	0	0	7
Asian/Pacific Islander	NC	NC	1742	NC	NC	99	NC	NC	733	NC	NC	8	NC	NC	7	NC	NC	46	NC	NC	38
American Indian/Alaskan Native	--	--	4785	--	--	100	--	--	671	--	--	39	--	--	17	--	--	39	--	--	5
White	42	42	36421	98	98	99	670	670	714	44	44	12	39	39	8	17	17	54	0	0	26
Students with Disabilities	NC	NC	7690	NC	NC	100	NC	NC	593	NC	NC	64	NC	NC	14	NC	NC	21	NC	NC	2
Students without Disabilities	67	67	62220	94	94	99	669	669	712	46	46	16	33	33	11	21	21	53	0	0	20
Limited English Proficient Students	--	--	5834	--	--	100	--	--	612	--	--	46	--	--	20	--	--	31	--	--	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	35	35	21421	70	70	92	664	664	686	50	50	35	40	40	15	10	10	43	0	0	7
Non-Economically Disadvantaged	37	37	48489	100	100	100	671	671	704	44	44	15	31	31	10	25	25	52	0	0	23

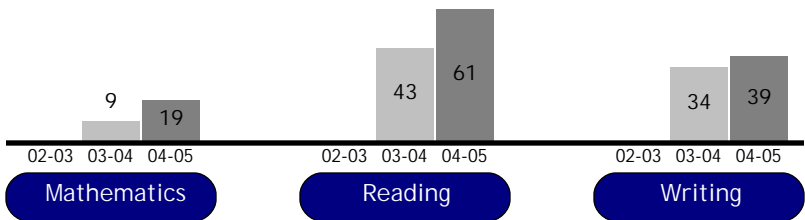
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	67	71311	100	100	100	686	686	694	4	4	7	36	36	21	61	61	63	0	0	9
All Students (Prior Year)	64	64	68162	96	96	100	491	491	509	27	27	18	31	31	24	41	41	51	2	2	8
Female	31	31	34899	100	100	100	687	687	700	8	8	5	23	23	19	69	69	66	0	0	10
Male	36	36	36430	95	95	100	686	686	688	0	0	9	47	47	22	53	53	61	0	0	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	21	21	24056	100	100	100	691	691	672	17	17	13	17	17	31	67	67	53	0	0	3
Asian/Pacific Islander	NC	NC	1731	NC	NC	98	NC	NC	717	NC	NC	3	NC	NC	13	NC	NC	68	NC	NC	16
American Indian/Alaskan Native	--	--	5110	--	--	100	--	--	661	--	--	14	--	--	38	--	--	46	--	--	2
White	38	38	36841	100	100	99	681	681	713	0	0	3	47	47	12	53	53	72	0	0	13
Students with Disabilities	NC	NC	8021	NC	NC	100	NC	NC	590	NC	NC	27	NC	NC	42	NC	NC	29	NC	NC	1
Students without Disabilities	61	61	63379	100	100	100	688	688	707	4	4	5	31	31	18	65	65	68	0	0	10
Limited English Proficient Students	--	--	6402	--	--	100	--	--	596	--	--	25	--	--	44	--	--	30	--	--	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	34	34	22243	85	85	93	684	684	677	0	0	14	36	36	32	64	64	51	0	0	3
Non-Economically Disadvantaged	33	33	49157	100	100	100	687	687	702	6	6	4	35	35	16	59	59	69	0	0	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	67	70868	100	100	100	659	659	688	14	14	5	46	46	23	39	39	63	0	0	9
All Students (Prior Year)	64	64	67629	96	96	100	481	481	524	39	39	22	27	27	16	34	34	59	0	0	3
Female	31	31	34710	100	100	99	664	664	697	8	8	3	54	54	19	38	38	66	0	0	12
Male	36	36	36176	95	95	100	655	655	678	20	20	7	40	40	27	40	40	59	0	0	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	21	21	23868	100	100	100	656	656	670	17	17	9	17	17	33	67	67	55	0	0	4
Asian/Pacific Islander	NC	NC	1732	NC	NC	98	NC	NC	713	NC	NC	2	NC	NC	12	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	--	--	5001	--	--	100	--	--	661	--	--	9	--	--	41	--	--	48	--	--	2
White	38	38	36710	100	100	99	657	657	702	16	16	2	58	58	15	26	26	69	0	0	13
Students with Disabilities	NC	NC	7900	NC	NC	100	NC	NC	580	NC	NC	22	NC	NC	49	NC	NC	28	NC	NC	1
Students without Disabilities	61	61	63054	100	100	99	662	662	701	12	12	3	46	46	20	42	42	67	0	0	10
Limited English Proficient Students	--	--	6308	--	--	100	--	--	591	--	--	19	--	--	47	--	--	33	--	--	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	34	34	21994	85	85	92	653	653	673	18	18	10	55	55	36	27	27	52	0	0	3
Non-Economically Disadvantaged	33	33	48960	100	100	100	664	664	694	12	12	3	41	41	18	47	47	67	0	0	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	--	--	--	41	63	28	NA	42	83	49	49	51
	Language	--	--	--	42	65	24	24	42	83	43	43	50
	Mathematics	--	--	--	60	65	33	33	63	83	35	35	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 4 School Administrator(s)
- 3 Non-certified Employee(s)
- 4 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü North Central Accreditation

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	9.00
Other Professional Staff	.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	3	0	0
4 to 6 years	2	2	0	0
7 to 9 years	0	0	0	0
10 or more years	0	1	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	66
Teachers with Emergency Certificaton.	5
Percent of teachers in the school with Emergency/Provisional Certification	55%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü 110 Networked Computers
- Ü 1:1 Student/Computer Ratio

Extracurricular Activities

- Ü Yearbook
- Ü Journalism
- Ü Special Olympics

Social Services

- Ü Job Preparation/Transition
- Ü Service and Work Experience Liaison
- Ü Pima Community College Dual Enrollment
- Ü Post-graduation Liaison
- Ü Homeless Liaison

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

Ü Canyon Rose Academy had a 100% four year graduation rate for 2004-2005 school year.

Ü Canyon Rose Academy increased math AIMS scores by 16%.

Ü Canyon Rose Academy increased reading AIMS scores by 4%.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	98	95	94	95
Transfers Out Rates ⁵	66	12	12	17
Transfers In Rate ⁶	213	28	28	37
Stability Rate ⁷	33	87	87	82
Promotion Rate ⁸	84	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	100	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Canyon Rose Academy maintains zero-tolerance for student misbehavior. The school employs a strict disciplinary code that is firmly and fairly enforced.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Lisa Cothrun	(520) 514-5112
Transportation Policy	Lisa Cothrun	(520) 514-5112
Community Resources	Cathy Capen	(520) 797-4884
School Nutrition Programs		
Parent Organization	Lisa Cothrun	(520) 514-5112
Student Health/Nurse	Julie Gallardo	(520) 797-4884

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.